

Equity and Advocacy for Our Students

Nicole Anderson
Association of California School Administrators
Diversity and Equal Access Executive and Equity Committee Liaison

Association of California School Administrators

- Largest umbrella organization for school administrators in the nation
- Serve aspiring, current, and retired administrators as well as associate members (over 17,000 total)
- Membership-driven organization
- Partner with state and national organizations to champion public education
- Advocate on behalf of over 6.2 million diverse students
- Provide an array of services to members
 - Legal services, professional development, and legislative advocacy

Equity Project Goals

- **Membership:** Increase diversity in ACSA membership and leadership through intentional recruitment, retention, and outreach efforts.
- **Communication:** Increase all members' awareness of equity and diversity issues that impact historically underserved leaders and students.
- **Professional Learning:** Provide relevant equity leadership training and support for ACSA leaders and members that focuses on building capacity in cultural proficiency as well as all areas of equity and diversity.

Equity Committee 2015-2016

Equity Committee Members:

Kim Hendricks (R-19), Leo Perez (R-1), Vacant (R-2), Edgar Lampkin (R-3), Tara Bianchi (R-4), Carla Llewelyn Vasquez (R-5), Tess Johnson (R-6), Isaias Rumayor (R-7), George Sanchez (R-8), Barbara Woodard (R-9), Delia Gomez (R-10), Frank Silveira (R-11), Fermin Jaramillo (R-12), Zenda Abbott (R-13), Cheryl Bodger (R-14), Jennifer Smith-Jackson (R-15), Marco Nava (R-16), Yadira Moreno (R-17), Felicia Matthews (R-18), Pamela Wilson (R-19)

Equity Committee Liaisons:

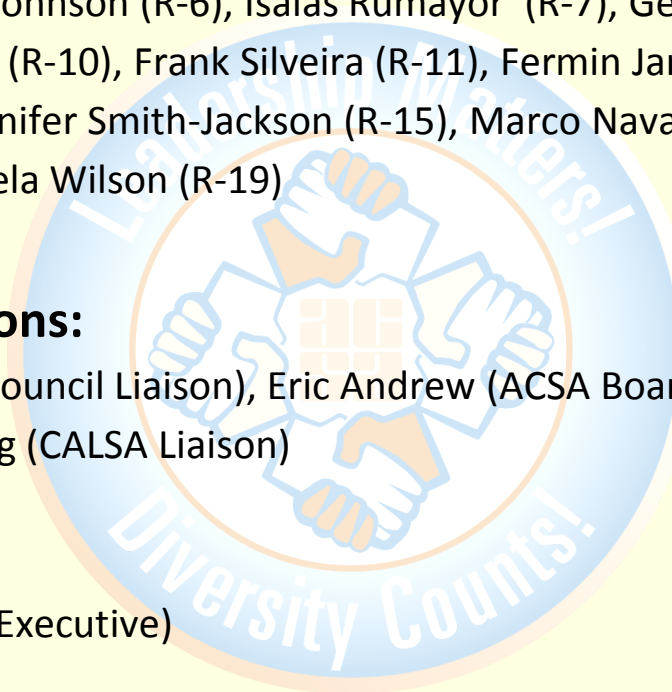
Gloria Ervin (ACSA Urban Ed Council Liaison), Eric Andrew (ACSA Board Liaison), Michael Watkins (CAAASA Liaison), Yvette Irving (CALSA Liaison)

ACSA Staff Support:

Nicole Anderson (Committee Executive)

Sal Villasenor (Legislative Advocate)

Janis Rawlins (Member Services)



Equity Committee Purpose

To build the capacity and cultural proficiency of all leaders within the organization and throughout the state of California to effectively eliminate the achievement, access and opportunity gaps that reflects large numbers of underserved African American and Latino(a) students.

California Equity Leadership Alliance

Our charge is to provide bold leadership and direction by working diligently to promote policies and practices that eliminate opportunity, access, and achievement gaps throughout the state. We believe that a steadfast focus on equity and results offers all of California's six million students the best chance to graduate prepared for college, a career, leadership, and life.

The Education Trust- West, Association of California School Administrators (ACSA), California Association of School Business Officials (CASBO), California Association of African American Superintendents and Administrators (CAAASA), California Association of Latino Superintendents and Administrators (CALSA), California School Boards Association (CSBA), and California County Superintendent Educational Services Association (CCSESA), California State Parent Teacher Association (PTA)

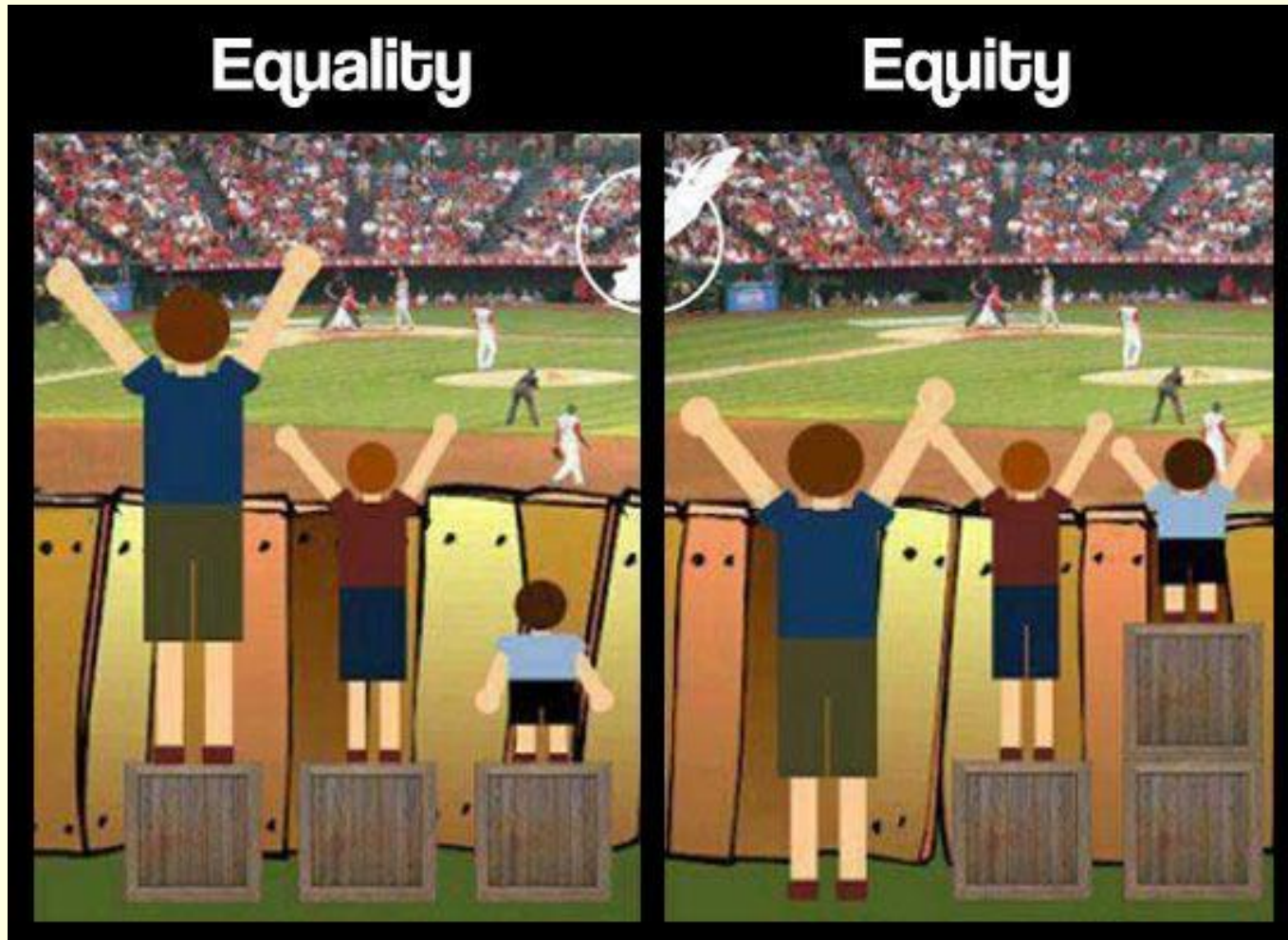
ACSA's Educational Equity Definition

“Educational equity provides students access to resources and opportunities based on their individual need to achieve high quality educational outcomes”---ACSA members, 2015

Based on the response of almost 575 ACSA members on the Equity and Access Survey, the following definition was developed.



Bilingual Education





Current educational Initiatives



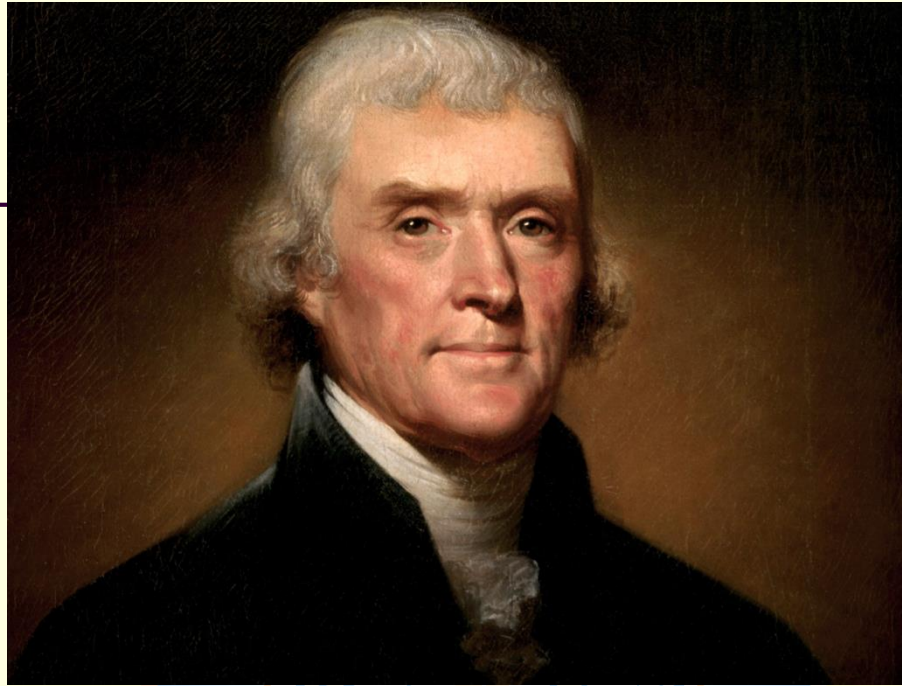
Reflective Activity:

History of Public Education

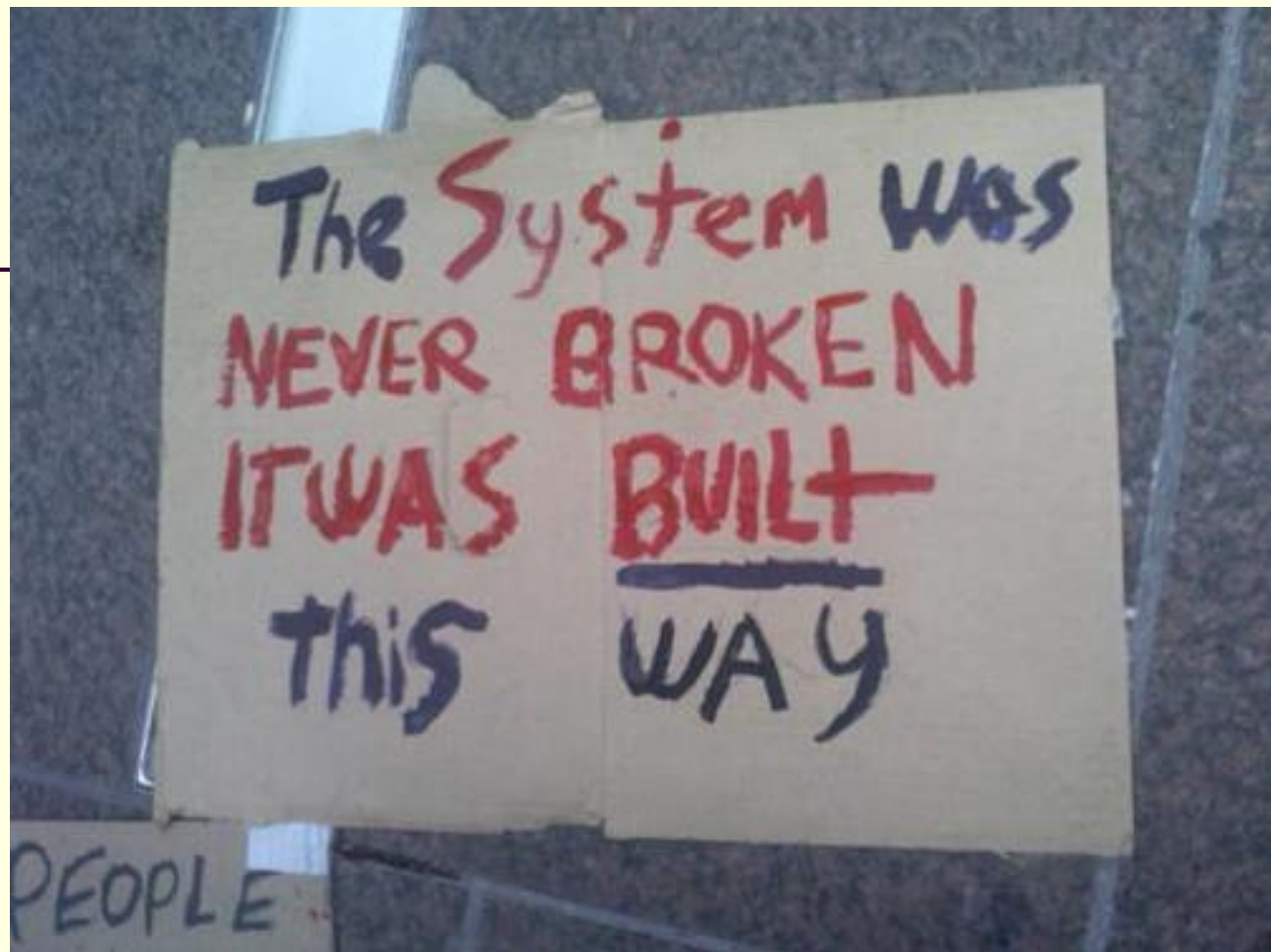


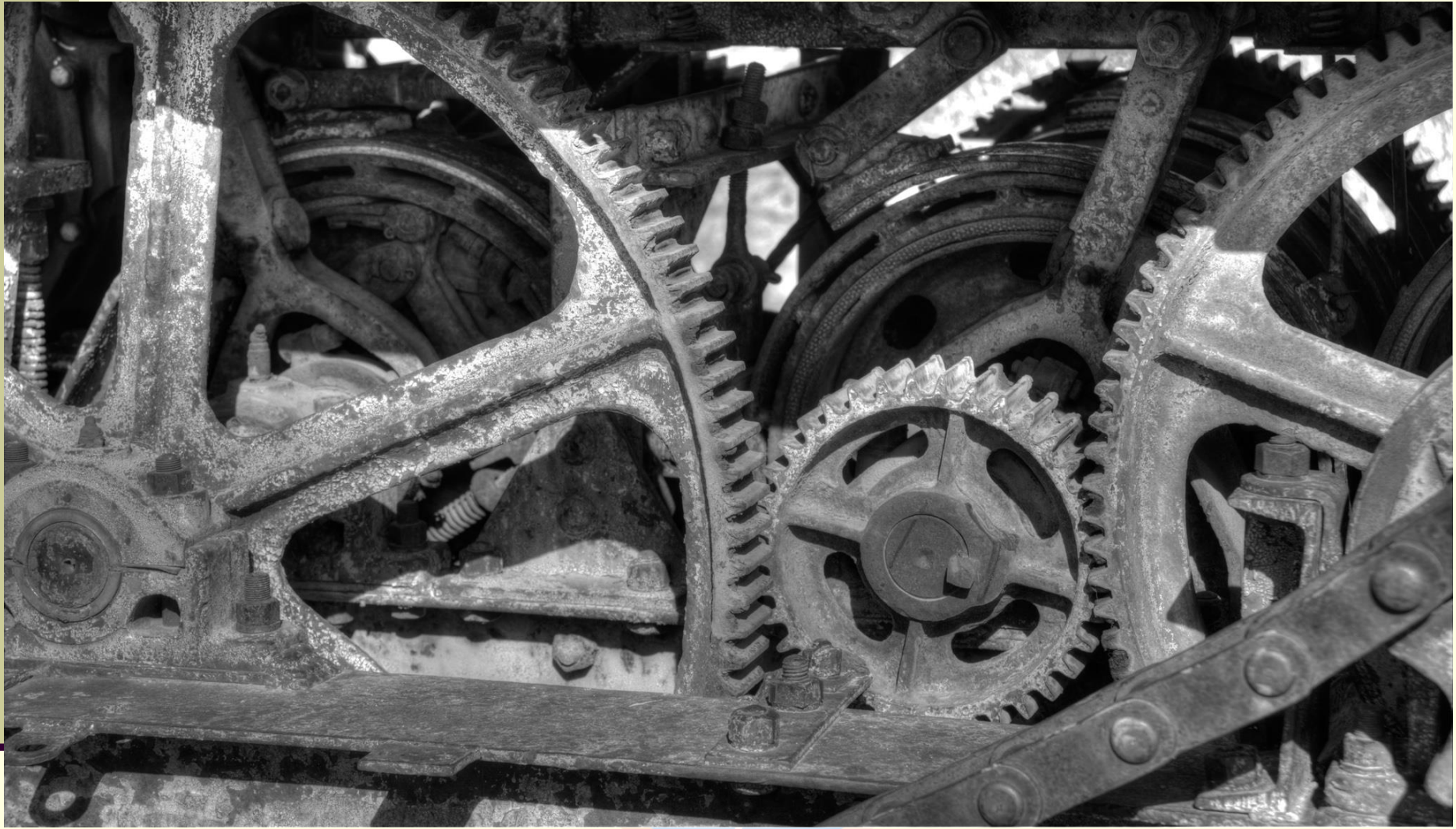
US History Fact

*As you consider the impact of
the history of education,
what resonates with you about
this historical event?*



1779: Thomas Jefferson proposes a two-track educational system, with different tracks for (in his words) “the laboring and the learned.” Scholarships would allow a select few of the laboring class to advance by “raking a few geniuses from the rubbish.”





Any system produces what it
was designed to produce.

Educational Gaps

- Achievement
- Access
- Opportunity
- Service



Language and Culture

- We know that language is fundamental to learning and that mastery of academic language is critical for **accessing** core curricula
- We know that language plays a major role in students' cultures and is the basis for how they make meaning of their learning environment
- Culturally responsive teaching maximizes learning for students who are traditionally failed by the American education system. — Villegas (1991)
- Traditional pedagogy has always been culturally responsive. But only to students who are primarily from the dominant culture: middle class and European American

Research says.....

- Cultural variables are powerful, yet often overlooked, factors that explain school failure of diverse student populations- *Dr. Noma Lemoine*
- Reform proposals have failed because they are deeply enmeshed in a **deficit** orientation and they claim cultural neutrality- *Geneva Gay*
- SELs as a group are perhaps the most overlooked, under-served, and mis-educated language minority population in the history of American Education- *Dr. Noma Lemoine*

The Cultural Experiences of SELs

Experiences are not equivalent though oppression is common to all

- The displacement and forced removal of indigenous people
 - Native Americans
- The forced immigration of people for the expressed purpose of labor exploitation
 - African Americans
- The colonization of people
 - Hawaiian Americans
 - Mexican Americans

Educator attitude and practice reflect.....

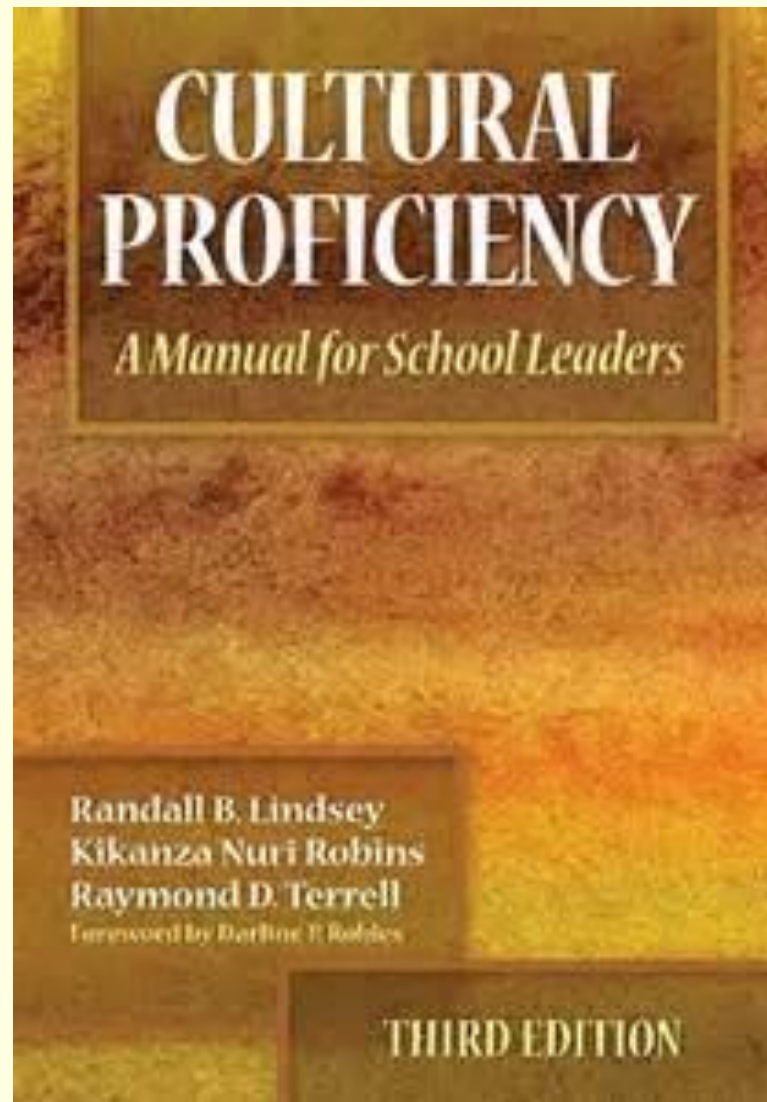
- Cultural identities are devalued
- Language is considered inadequate
- Language is simply not acknowledged at all
- Perceptions and expectations of intelligence is low



Reflective Question

If we know these things, why do we have equity challenges in bilingual education?

Equity Leadership Journey



Equity Toolkit Video Interview

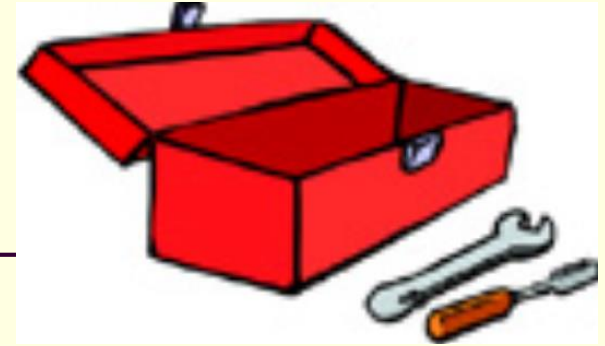
- Cultural Proficiency Framework
- Based on the research of Terry Cross,
Executive Director of National Indian Child
Welfare Association
- Adapted by co-authors
 - Dr. Randall B. Lindsey
 - Dr. Kikanza Nuri Robins
 - Dr. Raymond Terrell

The Four Tools of Cultural Proficiency



- 1. Understanding the Barriers to Cultural Proficiency and the Dynamics of Difference and Cultural Power.**
- 2. The Guiding Principles**
 - Underlying values and assumptions.
- 3. The Continuum**
 - Language for describing both healthy and non-productive policies, practices, and behaviors.
- 4. The Essential Elements**
 - Five behavioral standards for measuring and planning for growth toward cultural proficiency.

The Continuum



There are six points along the Cultural Proficiency continuum that indicate unique ways of perceiving and responding to differences and help us measure our cultural competence.

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- **Cultural pre-competence**
- **Cultural competence**
- **Cultural proficiency**

Reflection and Dialogue

Reflection and Dialogue are essential processes for individuals and organizations engaged in a journey toward Cultural Proficiency:

- Reflection is the discussion we have with ourselves to understand our values and behaviors
- Dialogue is the discussion we have with others to understand their values and behaviors

Reflection and Dialogue are fundamental to probing and understanding organizations' policies and practices

Cultural Perceptions

Discussions Activity

CP Manual, 3rd Ed., 214 Deepens Learning

- Select a partner that you do not know well.
- A and B?
- A shares their perceptions about B
- B responds to those perceptions
- B shares their perceptions about A
- A responds to those perceptions

Share your perceptions: How do you think your partner would respond?

- ✓ Country of family origin and heritage
- ✓ Languages spoken
- ✓ Interests or hobbies
- ✓ Favorite foods
- ✓ Preferred types of movies, tv programs
- ✓ Preferred types of music
- ✓ Pets, if any, or favorite animals
- ✓ Fantasy vehicle

The Guiding Principles of Cultural Proficiency



1. Culture is a predominant force.
2. Diversity between and within cultures is vast and significant.
3. Each group has unique cultural needs.
4. Group identity is as important as individual identity.
5. People are served in varying degrees by the dominant culture.

*People are served in varying degrees
by the dominant culture.*

What are some of the ways in
which the DOMINANT
CULTURE MANIFESTS in
your classrooms, schools and
districts?

Barriers to Cultural Proficiency

- **Understanding the Dynamics of Cultural Power**
- **Demonstrating Alliance and Advocacy**

Understanding our Role in Maintaining and Ending Oppression

- In the U.S. we are socialized to view life in individual terms, yet, individuals cannot stand free from historical events and social affiliations.
- Therefore it is impossible to separate our individual identities from our social group membership.
- While oppression is reproduced in the institutions and structures of society, **individuals** and the **groups** of which they are members also play a role in its operation and maintenance.

Understanding Our Role Requires that We Understand Our Cultural Identity

- ❑ Each of us has a distinct *Cultural Identity*.
- ❑ Our identity is comprised of our cultural group *MEMBERSHIP* and
- ❑ Our Cultural group *STATUS*.

Social/Cultural Group Membership

A group of people who share a range of physical, cultural, or social characteristics within one of the categories of social/cultural identity.

Common Social/Cultural Groups

Gender	
Race/Ethnicity	
Sexual Orientation	
Religious Affiliation	
Class	
Age	
Ability	

Social/Cultural Groups

Gender	Female, male, transgender people
Race/Ethnicity	Black, White, Latino, Asian, Asian/Pacific Islander, Native American, biracial
Sexual Orientation	Heterosexual, gay, lesbian bisexual
Religious Affiliation	Christian, Jewish, Muslim, Hindu, Buddhist
Class	Poor, working class, owning class, middle class, wealthy
Age	Young, middle age, elderly
Ability	Able-minded, able-bodied; Disabled

Social/Cultural Group Membership

For each of the social/cultural identity categories listed on the next page, please name your **membership**.
Only fill-in the **membership** column.

Social/Cultural Group Membership Profile

Social/Cultural Identities	Membership	Status
Gender		
Race/Ethnicity		
Sexual Orientation		
Religious Affiliation		
Class		
Age Group		
Ability		

Social/Cultural Group Membership

Discuss with a partner:

Were some of your social/cultural groups easier to identify than others?

What questions were raised for you in trying to identify your social/cultural group membership?

Social/Cultural Group Status

What do you notice about how social/cultural groups are arranged in the next slide? What do the groups in each column have in common?

Social/Cultural Groups

GENDER	Women	Men
RACE/ ETHNICITY	Black, Latino, Asian, Asian/Pacific Islander, Native American, Biracial	White
SEXUAL ORIENTATION	Gay Men, Lesbians Bi/Trans-sexual People	Heterosexual People
RELIGIOUS AFFILIATION	Jewish, Muslim, Hindu, Buddhist	Christian
CLASS	Poor, Working Class	Owning Class, Middle Class, Wealthy Class
AGE	Young, Elderly	Middle aged
ABILITY	Disabled	Able-minded, Able- bodied

Social/Cultural Group Status

Identity Category	Form of Oppression	Target Groups	Agent Groups
Gender	SEXISM	Women	Men
Race/ Ethnicity	RACISM	Blacks Latinos, Asians, Native Americas, Biracial People	White
Sexual Orientation	HETEROSEXISM	Gay Men, Lesbian, Bi/Trans-sexual People	Heterosexuals
Religion	RELIGIOUS OPPRESSION	Jews, Muslims, Hindus, Buddhists	Christian, Gentiles
Class	CLASSISM	Lower Middle Class, Working Class, Poor	Owning, Upper Middle Class
Age	AGESIM	Young, Elderly	Middle-Aged
Ability	ABLEISM	Disabled People	Able-bodied/minded

Targets vs. Agents of Oppression

Some groups and individual are unfair *victims* or **targets** of injustice and oppression, while other groups and individuals are **agents** who benefit from illegitimate privilege by simple virtue of their social group membership.

Target

- *Member of social identity groups that are disenfranchised, exploited, and victimized in a variety of ways by agents (oppressors) and agents' systems and institutions.*

Adams, Bell, and Griffen. Teaching for Diversity and Social Justice, 1997

Agent

- *Member of a dominant social group, privileged by birth or acquisition, who knowingly or unknowingly exploits and reaps unfair advantage over members of target groups.*

Adams, Bell, and Griffen. Teaching for Diversity and Social Justice, 1997

Multiple Identities

- *Many people are likely to have both agent and target identities, adding another level of complexity to our attempt to understand the dynamics of cultural power.*

Adams, Bell, and Griffen. Teaching for Diversity and Social Justice, 1997

Social/Cultural Group Status

For each of YOUR social/cultural group memberships listed on the next page, indicate whether you are a target or an agent of discrimination for that particular group.

Social/Cultural Identity Profile

Social/Cultural Identities	Membership	Status
Gender	yours	T/A
Race/Ethnicity	yours	T/A
Sexual Orientation	yours	T/A
Religious Affiliation	yours	T/A
Class	yours	T/A
Age Group	yours	T/A
Ability	yours	T/A

Reflection

Cultural Identity Profile

Discuss with a partner:

1. What surprised you about your overall profile?
2. How might your social/cultural identity cultural profile affect your own cultural proficiency or your ability to coach others toward cultural proficiency?
3. Who are the identifiable targets in your sites/districts? What are they targets of? What does it look/feel/sound like when they are being targeted?
4. Who (what) are the obvious and subtle agents of discrimination in your sites/districts? What does this “agency” look/feel/sound like?
5. What are some ways that you can demonstrate and teach alliance for targeted individuals and groups?

Social Justice and Educational Equity.....

.....require educators who have a sense of their own agency as well as a sense of advocacy for underserved groups.

Underperforming vs. Underserved?

How can you create awareness and concern?



The only way to create an awareness and concern about the notion that “**People are served in varying degrees by the dominant culture**” is to collect, share, analyze and discuss formal and informal data that provides information about patterns of progress for **underserved** students.

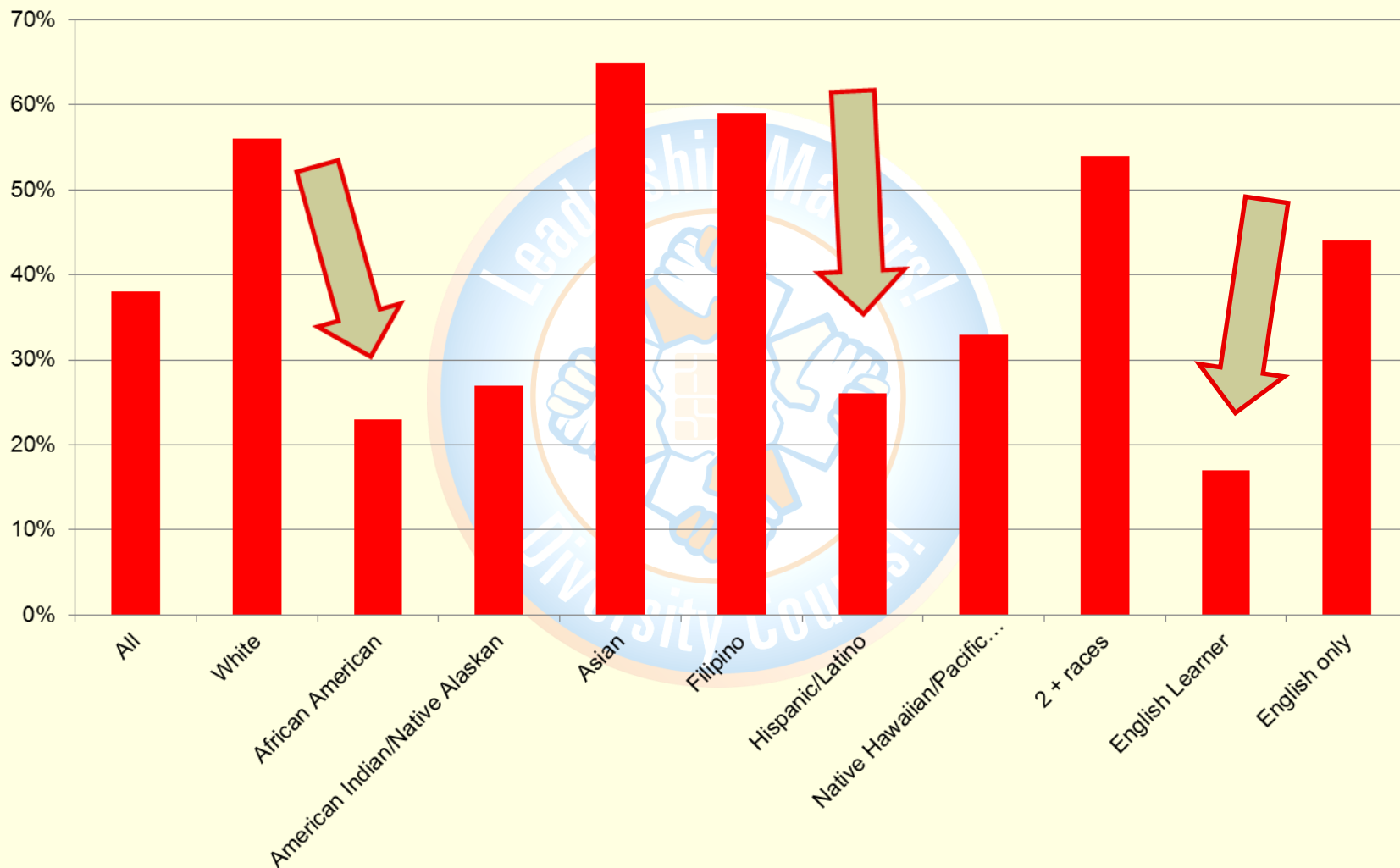
Without a solid understanding of this GUIDING PRINCIPLE of Cultural Proficiency, you and others cannot move forward to close disproportional gaps.

What data informs your work as an equity leader?



CAASPP 2015

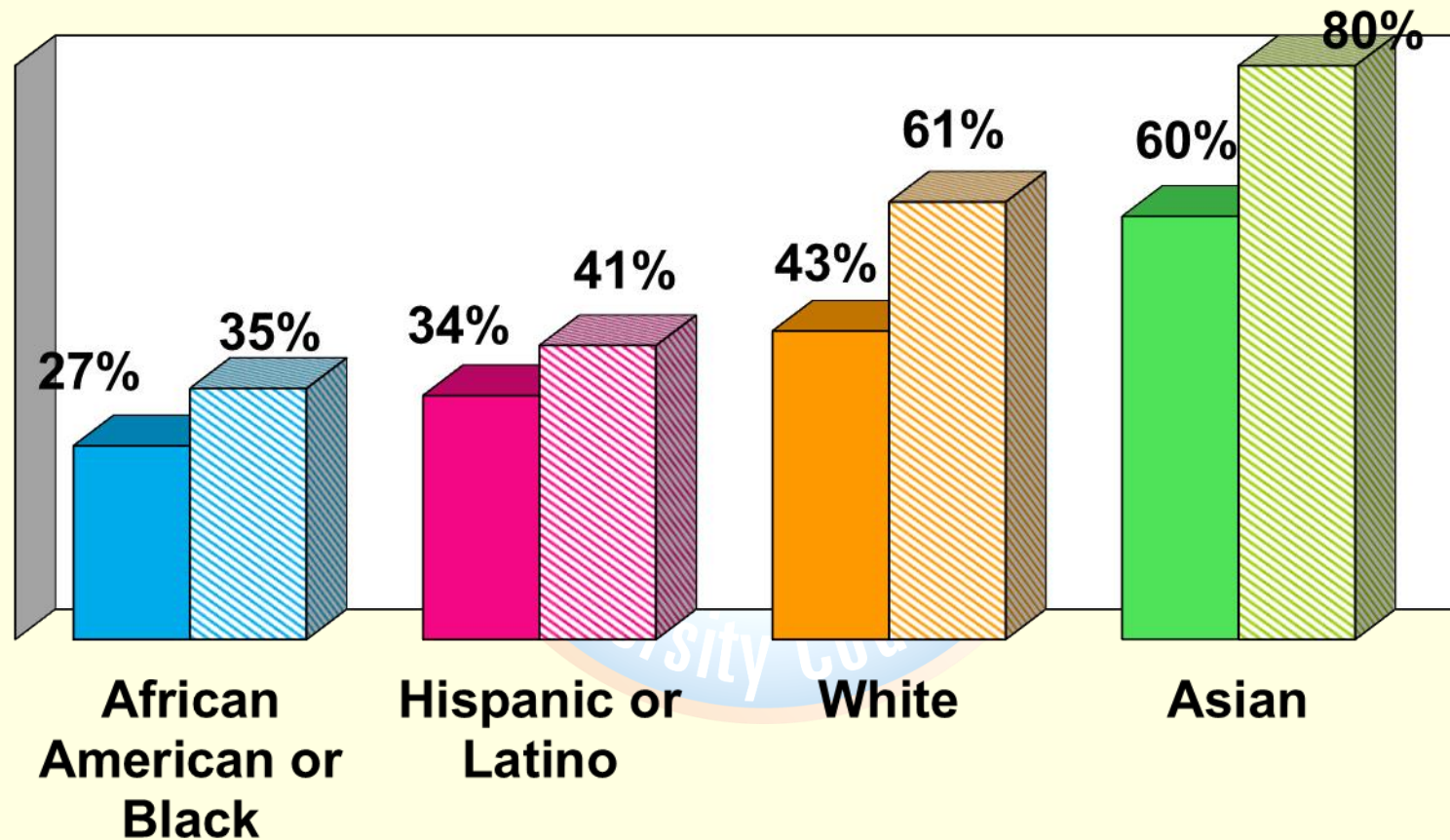
3rd grade Literacy



CROSS-TABULATED DATA

California Math 2010

Percentages of Economically & Not Economically Disadvantaged Students Scoring at Proficient and Above



Economically Disadvantaged

Not Economically Disadvantaged



Racial disproportionality *IS NOT* about intentions. It *IS* about **OUTCOMES**

To lead others on the journey toward equity
you must first make them aware of the
current **OUTCOMES**

Outcome data informs you of the status quo for
your students. It provides the **purpose** and
context for your **action plan**

Do you demonstrate **advocacy** for **underserved students**?

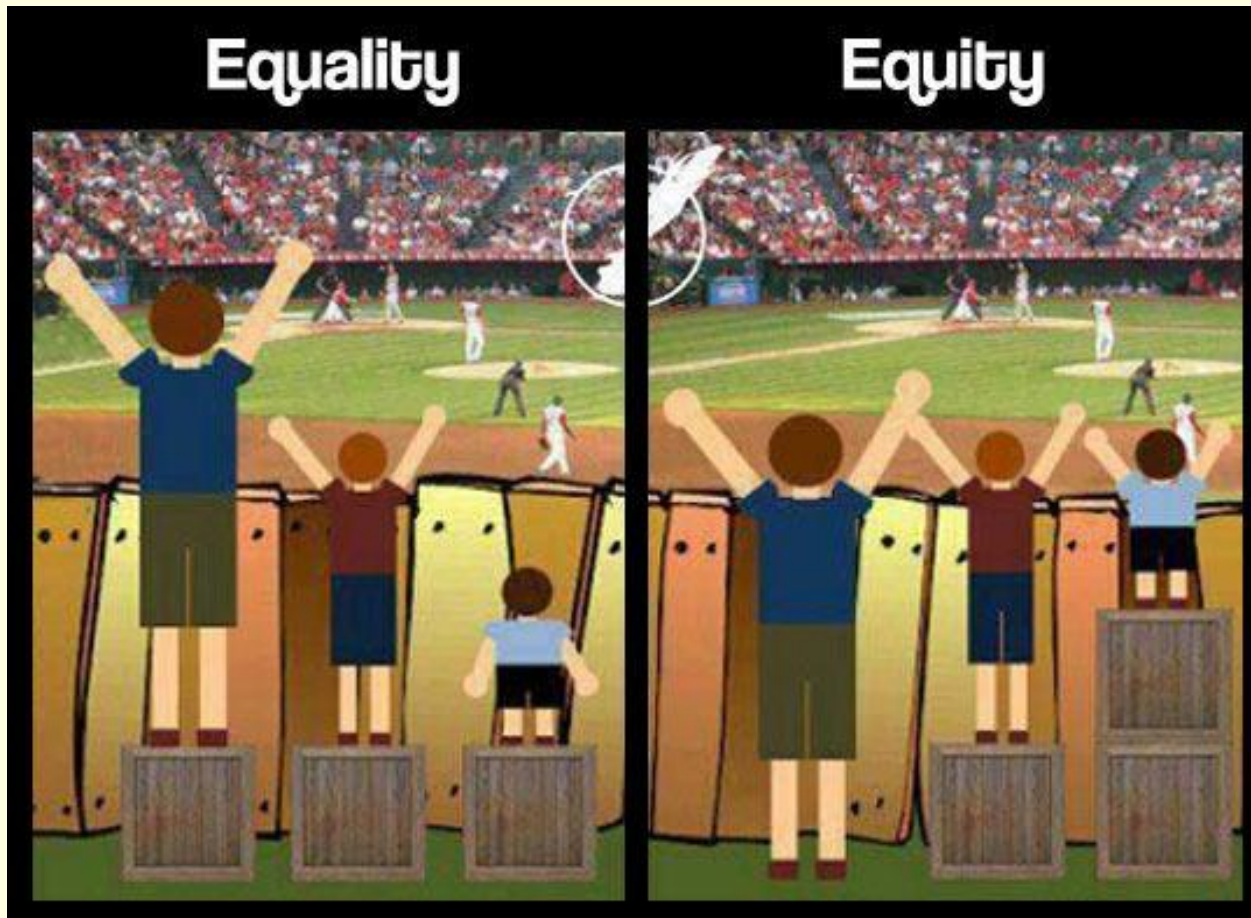
Becoming culturally proficient means taking a non-neutral, often professionally risky or controversial position and bold action to benefit an underserved person or group, often over another person or group.



Final Equity Leadership Reflection

- ✓ What knowledge have you gained to build your capacity to close gaps for underserved students?
- ✓ Identify one action step you can commit to doing next?

“Educational Leaders: we cannot close the educational gaps that we see in our schools if we don’t close the one in our minds first.” *--Nicole Anderson*



Contact us

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Follow us on Twitter: @ndanderson and visit us at www.acsa.org/equity.html (under construction)